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ABSTRACT

A study analyzed the reasons for adult participation in adult basic education (ABE) programs. During the study, researchers administered the Educational Participation Scale to 85 females and 72 males enrolled in ABE classes in New Mexico. Data from the returned questionnaires were examined to determine if any of the reasons for participation in ABE were related to age or sex. The researchers found that the factors "escape" and "stimulation" were of moderate importance to students between the ages of 18 and 45, of little importance to those in the midlife stage, and of above-moderate importance to those over the age of 55. While "professional advancement" and "personal growth" were of above-average importance to adults under the age of 50, a dramatic drop in ranking of scores for these factors occurred for those in later years. Based on these findings, the researchers recommended that ABE instructors make more use of small group instruction, mentoring programs, field trips, and community awareness programs. (A copy of the Educational Participation Scale is appended to this report.) (MN)

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MOTIVATIONAL ORIENTATIONS OF ADULT BASIC EDUCATION STUDENTS

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There has been an increased interest in developing greater awareness of the characteristics of those adults who are participating in Adult Basic Education (ABE). Usually ABE programs offer remedial instruction in reading, mathematics, writing, and provide instruction in English for non-English speakers. Kidd has noted that because of the diversity and its mandate, Adult Basic Education deals with several levels of educational development, from total illiteracy on one end to General Education Development (GED) preparation (Kidd).

Brimhall has given us a description of an ABE student.

> The adult in basic education programs is typically young to middle-aged and more often a woman, lacks basic skills, and may or may not speak English. The ABE student considers himself or herself a failure, feels alienated from society, holds a low-status job, has recurring periods of unemployment, and does not often participate in community organizations or activities. This adult may be totally or functionally illiterate: he or she cannot read a newspaper, write a check, or tell the time of day. On the plus side, the adult participating in an ABE program does want to acquire or improve an employable skill, learn or improve basic education skills, perhaps earn a high school diploma, gain fluency in English, and develop a sense of achievement and self-worth (Brimhall).

Given the diversity of the characteristics of the clientele, it would seem highly likely that there would also be equal diversity in motivation for participation in ABE activities. These programs can successfully respond to this diversity as long as teachers and administrators in these programs are aware of motives for participation and have strategies to respond to them.

The reasons why adults participate in adult education has long been of paramount interest to adult educators. When adults are asked why they are taking part in various educational activities, some may say education satisfies a yearning to know or feeds an appetite for knowledge. Others contend that the major goal to be achieved through education is to contribute to the solution of ills in present-day society--racism, poverty, pollution, segregation, or mental illness. Others would perhaps agree that to reach a goal for society's sake is commendable but believe that the main goal to be achieved is to learn to do one's job better, to get an increase in salary, to remain competitive in one's profession, to improve one's ability to rear children, or to achieve some similar personal ambition. Some adults would staunchly defend other possible aims of their participation in education activities. In some cases the reasons are mixed and seem to be inconsistent.

The purpose of this study was to analyze reasons for adult participation in ABE programs and recommend strategies to deal with the various motivations.

METHODOLOGY

The Educational Participation Scale developed by Boshier was used in this study to:

1. Analyze factor patterns of ABE students, and
2. Determine if there were any significant differences in expressed reasons for participation when ABE learners were categorized by age and sex.

The population for the study was ABE students in the state of New Mexico. There students ranged in age from 16 to 62. The classes they were in included reading, developmental mathematics, language arts skills, and English classes for non-English speakers. There were 85 females and 72 males.

In this study, the Educational Participation Scale was administered to 157 ABE learners across the state of New Mexico. The age breakdown was:

17-22 years -- 63
22-28 years -- 28
28-33 years -- 16
33-40 years -- 14
40-45 years -- 18
45-50 years -- 14
50-55 years -- 1
60-above -- 3

The responses were factor analyzed. Cattell's Scree Test was then used to determine the appropriate number of factors to retain for rotation (Cattell). The resulting factors were orthogonally rotated and, based on the obtained factor patterns, scales were developed by assigning an item to the dimension on which it has the highest factor loading. The data was then subject to a Trend Analysis and a Multivariate Analysis of Variance. In this study, the motivational orientations as measured by the Educational Participation Scale, were considered to be dependent measures. Age, adult life stages, and sex were considered to be the independent measures.

INSTRUMENTATION

The Educational Participation Scale that was used in this study was developed by Boshier (see Appendix I) in order to investigate Houle's (1963) conceptualization of motivational orientations. His factor analysis of the 48 item Educational Participation Scale was based on responses from 233 adult education participants at three institutions in New Zealand. After a close examination of Houle's (1963) Inquiring Mind and the highest loaded items from a similar study by Sheffield, the 48 items detailing reasons for participation (e.g., "to get a break from the routine of home and work") were assembled (Houle, 1971; Sheffield). The respondents were asked to check on a nine-point scale "to what extend did the following reasons influence you to enroll in your adult education class?" Respondents were identified by code numbers and no names were required (Boshier, 1971).

The Educational Participation Scale was administered to 233 randomly selected participants enrolled in Continuing Education courses at the Wellington High School Evening Institute, the Department of University Extension of Victoria University, and the Wellington Workers Association (W.E.A.) . Table 1 details the types of courses that the respondents were enrolled in.

Prior to the administration of the Educational Participation Scale (E.P.S.) a six-week test/retest reliability and factoring study of all items was conducted with 20 students from Boshier's "Personality Studies" University Extension class. Test/retest correlation coefficients for each of the 48 items were developed. All correlation coefficients have a critical value significant at the .001 level and are, therefore, reliable (Boshier: 1971).

Responses to the 48 items of the E.P.S. were factor analyzed and then rotated to achieve an orthogonal structure. Six factors emerged from which six scales were developed (Boshier: 1971).

FINDINGS

Factor Analysis

In this study, the Educational Participation Scale yielded factor patterns that resembled those produced in the Morstain and Smart study in New Jersey and Boshier's study in Vancouver (Morstain and Smart, Boshier: 1976). A description of the factor patterns follows:

Factor I

Escape/Stimulation

Escape/Stimulation comprises two related dimensions -- a need to escape from routine, boring, or frustrating situations and a desire to find intellectual stimulation -- to "stop myself from becoming a vegetable" as one E.P.S. puts it. Individuals who score high on this dimension tend to view their participation in adult education classes as a relief from everyday boredom and responsibilities, in other words, providing a contrast to their daily routine.

Factor I Continued

Item Number		Factor Loading
2	To share a common interest with my spouse or friend.	.54
5	To get relief from boredom	.48
7	To respond to the fact that I am surrounded by people who continue to learn.	.43
15	To fulfill a need for personal associations and friendships.	.49
17	To meet members of the opposite sex.	.42
26	To have a few hours away from responsibilities.	.61
31	To get a break in the routine of home or work.	.63
34	To keep up with others.	.56
35	To improve my social relationships.	.63
40	To escape an unhappy relationship.	.52
42	To comply with the suggestions of someone else.	.50
44	To make new friends.	.70
47	To comply with instructions from someone else.	.68

Factor II

Professional Advancement

Professional Advancement reflects a desire to improve one's position in the work world.

Item Number		Factor Loading
3	To secure professional advancement.	.60
11	To give me higher status in my job.	.54
12	To supplement a narrow previous education.	.68
14	To acquire knowledge that will help with other courses.	.67
20	To increase my competence in my job.	.41
22	To help me earn a degree, diploma or certificate.	.67

Table 1

Types of Courses Attended by Educational Participation Scale Respondents

Wellington High School Evening Institute	University Extension
Cooking	New Testament Greek
Home Decorating	Western Philosophy
Car Maintenance	Japanese Language
Grace and Poise	French Language
Keep Fit	Spanish Language
Creative Writing	Teaching of English
Cake Decorating	Italian Language
Floral Art	German Language
Maori Language	Maori Language
Japanese Language	Chinese Language
Russian Language	Indonesian Language
German Language	Russian Language
Spanish Language	Economics
Drawing and Painting	Music
	Singing
Embroidery	
Tailoring	Geology
Dressmaking	Astronomy
Portraiture	Biology
Millinery	Child Development
	Child Study
Pottery	
Woodwork	Psychology
Upholstery	History of Art
Workers' Educational Association (W.E.A.)	
Painting	Youth Leadership
Symphonies/concert	Tape-recording
Effective Speech	Cookery
Fiction/feature writing	Safe Boating
Mathematics	Antiques
Law and society	Rapid Reading
History	

Source: Boshier, 1971

Factor II Continued

Item Number		Factor Loading
27	To clarify what I want to be doing five years from now.	.57
29	To provide a contrast to the rest of my life.	.58
30	To obtain some immediate practical benefit.	.51
39	To maintain or improve my social position.	.59
41	To provide a contrast to my previous education.	.64

Factor III

External Expectations

External Expectations is indicitative of a desire to do something because of outside pressures. These pressures may come from work, family, friends, or the community at large.

Item Number		Factor Loading
6	To carry out the recommendation of some authority.	.57
10	To be accepted by others.	.44
16	To keep up with the competition.	.50
24	To prepare for service to the community.	.61
32	To improve my ability to serve mankind.	.44
33	To comply with my employer's policy.	.43
36	To carry out the expectations of someone with formal authority.	.60
37	To take part in an activity which is customary in the circle in which I move.	.59
45	To improve my ability to participate in community work.	.59
46	To comply with the fact that people with prestige attend adult education classes.	.49

Factor IV

Personal Growth

Personal Growth is reflective of a desire to improve one's self as well as one's relationship with other people.

Item Number		Factor Loading
4	To become a more effective citizen.	.52
9	To overcome the frustration of day-to-day living.	.50
13	To stop myself from becoming a vegetable.	.58
18	To escape the intellectual narrowness of my occupation.	.64
19	To participate in group activities.	.43
21	To gain insight into myself and my personal problems.	.43
23	To escape television.	.41
28	To become acquainted with congenial people.	.40

Trend Analysis

For purposes of the trend analysis, the ages of the participants in the study were grouped according to the stages of the life cycle described by Levinson (Levinson). They include:

1. The Early Adult Transition (ages 17 to 22): The Early Adult Transition links adolescence with early adulthood. Its twin tasks are to terminate pre-adulthood and to begin early adulthood.

2. The First Adult Life Structure--Entering the Adult World (ages 22-28): The chief task of the First Adult Life Structure is to fashion a provisional structure that provides a workable link between the valued self and the adult society.

3. The Age Thirty Transition (ages 28-33): The Age Thirty Transition provides an opportunity to work on flaws and limitations of the first adult life structure, and to create the basis for a more satisfactory structure with which to complete the era of early adulthood.

4. Settling Down (ages 33-40): In the Settling Down period, there are two major tasks for the individual: (a) to establish a niche in society, to develop competence in a chosen craft, to become a valued member of a valued world; (b) to work at "making it".

5. The Mid-Life Transition--Moving from Early to Middle Adulthood (ages 40-45): During the Mid-Life Transition, the life structure again comes under question. The individual asks: "What have I done with my life? What do I really get from and give to my wife, children, friends, work, community--and self? What is it I truly want for myself and others?"

6. Entering Middle Adulthood-Building a New Life Structure (ages 45-50): The end of the Mid Life Transition is marked by a series of changes rather than one dramatic event. In some lives, there are drastic events that occur--change in job or occupation, a divorce or love affair, a serious illness, the death of a loved one, or a move to a new locale. Other lives show no conspicous change, although there are minor changes which seem to make a considerable difference, e.g., familiar relationships have changed, the nature of work has been altered.

7. The Age Fifty Transition (ages 50-55): The functions of the Age Fifty Transition in middle adulthood are similar to those of the Age Thirty Transition in early adulthood.

8. Culmination of Middle Adulthood (ages 55-60): Culmination of Middle Adulthood seems to be a stable period devoted to building a second middle adult structure and is analogous to settling down in early adulthood.

Three significant cubic trends emerged from the trend analysis:

Factor I - Escape/Stimulation

It was discovered that participants in the first four stages of the life cycle years 18-45 indicated a moderate amount of interest in this factor. There was an average score of 4.5 for each item. There was a dramatic drop in scores for those participants in fifth, sixth, and seventh stage of the life cycle. Average scores for each item were approximately 2.5. In the last stage of the life cycle, the scores rose again to the average of 5.5. This trend indicates Escape/Stimulation to be of moderate importance to those students ages 18-45, little importance to those in mid-life 45-55, and above moderate importance to those 55 and above.

Factor II - Professional Advancement

The trend analysis indicated that Professional Advancement is above average in importance to those participants in the first three stages of the life cycle, with an average score of 5.5 for each item. Those in the next three stages of the cycle, ages 33-50, place a high amount of interest on these items with an average score for each item of 6.9. Then there was a dramatic dip in scores for those in later years to an average of 3.8 for each item. This trend indicates an active interest in professional growth until later in the life cycle.

Factor III - External Expectations

There was not a significant linear or cubic trend to report.

Factor IV - Personal Growth

The trend analysis indicated a moderate amount of importance for personal growth by those participants in the first three stages of the life cycle, ages 17-33, with average scores of 4.6. Then there was a drop in scores for those in the fourth stage of the life cycle, ages 33-40 to an average score of 2.5. Then there was a constant rise in scores for those in the last four stages, ages 40-60 to an average score of 5.6. This indicates that personal growth is important to younger adults, not of much importance to those in the settling down stage, and important to those in mid-life and above.

Multivariate Analysis

It was determined from the analysis of the data that age and sex had no significant effect on the scores of the four scales. Means and standard deviations for the four scales, Escape/Stimulation, External Expectations, Personal Growth, and Professional Advancement were derived from the data, Table 2 details this information.

Table 2

Educational Participation Score Means and Standard Deviations

		Escape/Stimulation	Professional Advancement	External Expectations	Personal Growth
Men	M	4.02	4.92	4.31	4.00
	SD	1.12	1.73	.87	1.13
Women	M	4.16	4.83	5.01	3.98
	SD	.96	.96	.97	.99
Entire Sample	M	4.10	4.87	4.89	3.99
	SD	.98	1.01	.96	1.02

CONCLUSIONS

Adults participate in educational activities for a variety of reasons. Adults in ABE programs are no different. Mezirow notes that ABE participants usually come individually, leave individually, and largely fail to socialize even during class break (Mezirow). We need to find ways to develop, in these people, the concept of self-worth, coping skills, and an enjoyment of the educational process since many of them come to class having experienced failure in all of the above. Until recently, our strategies for dealing with these adults have not reflected the diversity of reasons that have brought them to ABE classes. The following are examples of some strategies that reflect the diversity of reasons for attending ABE programs. Table 3 summarizes these.

Table 3

Strategy	Need Satisfied
Small Group	Socialization - Personal Growth Escape/Stimulation
Mentoring Programs	Professional Advancement Personal Growth
Field Trips/Field Experiences	Escape/Stimulation Professional Advancement
Community Awareness Experiences	Socialization Professional Advancement Personal Growth

Small Group

The use of the small group in ABE classes is an excellent way to facilitate the process of socialization.

Rosenfeld has noted that small groups provide a variety of experiences. Whether the specific purpose is to provide companionship, share information, solve a particular problem, or provide the group members with therapy, all groups are valuable because they serve the following purposes:

1. Facilitate the development of commitments. Individuals in a group normally develop commitments to both the group and its decisions. Group members feel a sense of responsibility and loyalty to one another; as a consequence, group-generated decisions have a higher probability of being enacted than decisions derived from authority figures. This has many benefits for the teacher when the students feel a sense of "ownership" in the class and in the solutions of problems.

2. Encourage meaningful interaction. Meaningful interaction can best take place when there is face-to-face contact, when individuals acknowledge and adjust to eacher other's presence. What constitutes meaningful interaction varies from group to group. For example, casual groups are not established to solve a particular problem, but rather to provide members with friendship, interesting conversation, and companionship. To the extent that these things are provided, the interaction is meaningful.

3. Facilitate the learning of problem-solving procedures. Working in groups provides individuals withthe opportunity to better understand a variety of views as members present and defend opposing views. During idea development members learn to critically evaluate the ideas of others. Problem solving also entails learning how to deal with conflicts, and how to affect a compromise. Individuals in problem-solving groups discover alternatives which are not possible under circumstances where directives and orders are the usual methods for solving problems. Although all groups are problem-solving groups to some extent, the main characteristic of the problem-solving group is that a group goal is established which centers on a problem, goal, or task, and interaction results in a group-generated solution.

4. Provide a background for understanding the impact of communication, and developing awareness of other people. We affect one another by communicating, and in the small group setting we have the opportunity to learn what our impact as communicators is on others. The small group can provide a means whereby we observe our own behavior, and where we can see how different forms of behavior elicit different responses (Rosenfeld).

In order for the above to be achieved, it is important for instructors to be aware of the processes that groups go through before they become cohesive units. It is unrealistic to expect productivity from a group of four or five

students who do not know each other. Groups go through series of stages on their way to productivity. The first stage could be characterized as the "getting to know each other stage". It is important that instructors give time to this stage because the successful completion of this stage will enhance the effectiveness of the group. The remaining stages are:

Stage 2 - Emerison of Leadership. After the students and teacher build some security and sense that they do belong together in one classroom, two sorts of "power struggles" typically become prominent. One has to do with testing the limits of the power of the teacher and typically involves the psychodynamics of dependency and counterdependency; the other concerns the pecking order of the student group and involves the psychodynamics of domination and autonomy (Schmuck & Schmuck).

Stage 3 - Productive work. Classroom groups are not ready to work diligently and productively on academic and personal growth until they have settled the issues of group membership and interpersonal influence to some degree at least. This does not mean that classes have merely to "sit and rap" for their first few months of existence. Some academic work, of course, does get done during the first two stages of the group's development, but not to the high degree that it does during this third stage (Schmuck & Schmuck).

Stage 4 - Parting Stage. Self-renewing groups can continue to set up new purposes and procedures out of their own internal resources and wherewithal, and they have the competence to adopt new processes when the old ones are no longer functional. They are termed mature because the members accept the responsibility for their group-life and are continuously striving to improve it (Schmuck & Schmuck). Many groups formed in adult education classes continue to meet after the class ends periodically for social purposes.

It is important to remember as Drennan has noted that:

> Most ABE learners and teachers report that learning is enhanced in small groups and in one-to-one instruction. Although studies of the optimum number of students per teacher almost invariably have shown that the achievement of the majority is not affected by class size, one recent study suggests that "disadvantaged" learners may indeed need small-group or individual instruction or both (Drennan).

The small group will help students meet other students who are in similar situations and have similar fears and apprehensions and can have a positive affect on their self-concept.

Mentoring Programs

There has been a great deal of attention given lately in the literature to mentoring. Most of the reports have dealt with career development of the "professional". The mentoring relationship, for most people, has many positive aspects. Many teachers dealing with gifted high school students have developed mentoring programs for them since they will have to make career decisions early in life. However, the literature is void in mentoring programs for the developmental high school student or ABE adult learner. This may be the clientele that could benefit the most from such an experience. It would certainly facilitate career development if these students could interact with professionals "who care about them." It would also enhance personal growth because a mentor takes a personal interest in the protege's dreams and aspirations. (See Table 4 for a description of the relationship.) It would be advantageous for the ABE students to have mentoring programs developed because not only would personal and professional growth be achieved, but reality shock (what the job should be and what it is) could be avoided.

Table 4

A PROFILE OF A MENTOR

1. One of relatively high organizational status who by mutual consent takes an active interest in the career development of another person (Clawson).

2. A guide who supports the person's dream and helps put it into effect in the world (Sheehy).

3. One defined not in terms of the formal role, but in terms of the character of the relationship and the function it serves. A mentor's primary function is to be a transitional figure, one who fosters the young person's development, a mixture of parent and peer (Levinson).

4. A non-parental career role model who actively provides guidance, support and opportunities for the protege. The function of a mentor consists of role model, consultant/advisor and sponsor (Sheehy).

6. One who possesses sincere generosity, compassion and concern. They listen in the best Rogerian sense, displaying feelings as well as ideas (Woodlands).

7. One who is receptive to looking objectively at accomplishments and giving encouragement, and also running interference for proteges being groomed for higher level jobs (Thompson).

8. A mentor may act as a host and guide welcoming the initiate into a new occupational and social world and acquainting the protege with its values, customs, resources and cast of characters (Levinson).

9. A mentor is a person who shares "the dream" - not necessarily a consciously formulated career goal but rather a cherished perception of self (ego ideal) (Misserian).

10. Mentors are influential people who significantly help proteges reach major life goals. They have the power - through who or what they know - to promote welfare, training or career (Phillips - Jones).

FIELD TRIPS/FIELD EXPERIENCES

Many ABE students have not developed the ability to cope with daily living. Things such as going to the grocery store and getting the best buy on an item are almost impossible. In a recent study conducted by Heisel and Larsons items identified as difficult to read were maps, calorie charts, bus and train schedules, and unit prices. Interestingly, these are items which require some spatial or mathematical skills rather than pure reading ability. These items could be brought into class and worked on by the students (Heisel and Larsons). Drennan suggests lists of real objectives to be gained by these field experiences such as:

1. Using a bus schedule to get to an unfamiliar part of town and back home.
2. Using the newspaper for constructing a budget for grocery shopping.
3. Menus from local restaurants to figure out a bill.
4. Actually going to a fast food restaurant as a class and being able to place an order (this can be especially helpful to non-English speakers) (Drennan).

Utilizing field trips help bring the ABE class closer together as a group as usually there will be a certain amount of socialization during these times. People get to know each other better and in the end usually enjoy the class more.

COMMUNITY AWARENESS EXPERIENCE

The communities that we live in usually have a great deal to offer the ABE student. However, in most cases, the students are not aware of these services. As ABE instructors and administrators, we can better serve our clientele by becoming more aware of what our communities have to offer. Since many times our students are struggling to meet basic survival needs, it is important to keep in touch with social service agencies, both public and private, and find out what they have to offer our students. One of the main

concerns of many of the students in this study was that of childcare. As Brimhall has pointed out, "making a handbook which lists and explains all public and private services offered in the community would be helpful. Include such listings as the chamber of commerce, local welfare office, churches, and social service organizations. Inform all entering students of the sourcebook's location in the classroom or learning center. Periodically update the listings" (Brimhall).

In other areas of community awareness, the political arena is one in which our clientele do not have much input. Whenever possible, invite prospect candidates to class for a question and answer session. The students, as an assignment, could prepare questions. As Brimhall has suggested, inviting the county clerk or other appropriate individuals to register those who have not already registered to vote is also appropriate, as is actually taking a class to a political forum such as:

> town council meetings
> school board meetings, and
> various county and city commission meetings
> (Brimhall).

This has the potential of making the students feel more a part of the community and may, in the long run, facilitate involvement in the community as well as learning. Boyd and Martin have noted that communities profit from successful education: an adult who feels good about him or herself and has the competencies and skills to be productive adds not only to his/her own sense of worth but also to the welfare of the community (Boyd and Martin).

As adult educators, we can't assume that ABE students come to our classes for their GED and lack interest or desire for other enrichment activities. Merriam referred to the work of Birren and Woodruff who suggested that the goals of educational activities over the lifespan are threefold: alleviation

of educational deprivation; enrichment, stimulation of interest in learning itself; and prevention of difficulties in adjusting to different stages of the life span (Merriam). With these goals in mind, a knowledge of why ABE students come to our classes would appear to provide a focus for program development for this clientele. Knowledge and awareness of adult motivational orientations could thus become a valuable resource for diagnosing learning needs and designing educational activities.

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APPENDIX I

DIRECTIONS

Thinking back to when you enrolled for your course this year, please indicate the extent to which each of the reasons listed below influenced you to participate. Please read each statement carefully and circle one of the numbers (9--very much influence; 7--much influence; 5--moderate influence; 3--little influence; 1 very little influence) opposite each statement.

Here are two examples:

	Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very Little Influence
23	To escape television	9	*	7	*	5	*	(3)	*	1
24	To prepare for service to the community	9	*	(7)	*	5	*	3	*	1

-If you feel statement 23 had "little influence" in causing you to enroll in your adult education class, then circle 3 as indicated.

-If you feel statement 24 had "much influence" in causing you to enroll in your adult education class, then circle 7 as indicated.

-If the extent of influence of a reason falls between two categories, you may circle the appropriate asterisk (*). You can circle the asterisk or numbers, just as long as you indicate the extent to which the reason influenced you.

-No reason for enrolling is any more or less desirable than any other reason. Be frank. There are no right or wrong answers.

Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
1. To seek knowledge for its own sake	9	*	7	*	5	*	3	*	1
2. To share a common interest with my spouse or friend	9	*	7	*	5	*	3	*	1
3. To secure professional advancement	9	*	7	*	5	*	3	*	1
4. To become a more effective citizen	9	*	7	*	5	*	3	*	1
5. To get relief from boredom	9	*	7	*	5	*	3	*	1
6. To carry out the recommendation of some authority	9	*	7	*	5	*	3	*	1
7. To respond to the fact that I am surrounded by people who continue to learn	9	*	7	*	5	*	3	*	1
8. To satisfy an inquiring mind	9	*	7	*	5	*	3	*	1
9. To overcome the frustration of day-to-day living	9	*	7	*	5	*	3	*	1
10. To be accepted by others	9	*	7	*	5	*	3	*	1
11. To give me higher status in my job	9	*	7	*	5	*	3	*	1
12. To supplement a narrow previous education	9	*	7	*	5	*	3	*	1
13. To stop myself from becoming a vegetable	9	*	7	*	5	*	3	*	1
14. To acquire knowledge that will help with other courses	9	*	7	*	5	*	3	*	1

Reason	Very Much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
15. To fulfill a need for personal associations and friendships	9	*	7	*	5	*	3	*	1
16. To keep up with the competition	9	*	7	*	5	*	3	*	1
17. To meet members of the opposite sex	9	*	7	*	5	*	3	*	1
18. To escape the intellectual narrowness of my occupation	9	*	7	*	5	*	3	*	1
19. To participate in group activity	9	*	7	*	5	*	3	*	1
20. To increase my competence in my job	9	*	7	*	5	*	3	*	1
21. To gain insight into myself and my personal problems	9	*	7	*	5	*	3	*	1
22. To help me earn a degree, diploma or certificate	9	*	7	*	5	*	3	*	1
23. To escape television	9	*	7	*	5	*	3	*	1
24. To prepare for service to the community	9	*	7	*	5	*	3	*	1
25. To gain insight into human relationships	9	*	7	*	5	*	3	*	1
26. To have a few hours away from responsibilities	9	*	7	*	5	*	3	*	1
27. To clarify what I want to be doing five years from now	9	*	7	*	5	*	3	*	1
28. To become acquainted with congenial people	9	*	7	*	5	*	3	*	1

Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
29. To provide a contrast to the rest of my life	9	*	7	*	5	*	3	*	1
30. To obtain some immediate practical benefit	9	*	7	*	5	*	3	*	1
31. To get a break in the routine of home or work	9	*	7	*	5	*	3	*	1
32. To improve my ability to serve mankind	9	*	7	*	5	*	3	*	1
33. To comply with my employers policy	9	*	7	*	5	*	3	*	1
34. To keep up with others	9	*	7	*	5	*	3	*	1
35. To improve my social relationships	9	*	7	*	5	*	3	*	1
36. To carry out the expectations of someone with formal authority	9	*	7	*	5	*	3	*	1
37. To take part in an activity which is customary in the circle in which I move	9	*	7	*	5	*	3	*	1
38. To meet with some formal requirements	9	*	7	*	5	*	3	*	1
39. To maintain or improve my social position	9	*	7	*	5	*	3	*	1
40. To escape an unhappy relationship	9	*	7	*	5	*	3	*	1
41. To provide a contrast to my previous education	9	*	7	*	5	*	3	*	1

Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
42. To comply with the suggestions of someone else	9	*	7	*	5	*	3	*	1
43. To learn just for the sake of learning	9	*	7	*	5	*	3	*	1
44. To make new friends	9	*	7	*	5	*	3	*	1
45. To improve my ability to participate in community work	9	*	7	*	5	*	3	*	1
46. To comply with the fact fact that people with status and prestige attend adult education classes	9	*	7	*	5	*	3	*	1
47. To comply with instructions from someone else	9	*	7	*	5	*	3	*	1
48. To assist me when I go abroad	9	*	7	*	5	*	3	*	1